**Macbeth – Year 10**

**Essential Understanding – may change through course of unit**

Superstition is a dominant and dangerous force

Ambition and power can corrupt people who would otherwise be great

Choice can be disabling

The people we decide to trust can change the course of our lives

We need to accept that we cannot control everything

**Essential Questions – may change**

How can a play written in the early 1600s have any relevance?

Is ambition always a bad thing?

What is fate? What controls our lives?

How does superstition still dominate today?

**Upon completing the unit students will have the skills to:**

1 – Read Shakespearian texts and find meaning

2 – Write journal entries in a convincing manner taking account of audience and purpose

3 – Draft and re-draft essays

4 – Work on oral presentations in groups

5 – Research effectively and present results of research

**Knowledge**

1 – The plot/themes/characterization/structure for ***Macbeth***

2 – Tragedy – it’s meaning

3 – Structure and language of successful essay

**Assessed requirements**

Journal Entries act as plot notes and exploration of character development and practice for writing style. Need to create rubric

Journal Entries by Macbeth (or negotiate other character for some scenes – Act 1 Scenes 3, 4, 5, 7. Act II Scenes 1, Plus TEXT RESPONSE

Research Project – presented in format of own choice

Orals – using several to assess ability to work with others, use lang to enhance meaning etc, body lang etc etc. May have one that’s more formal

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| Activity | Resource | Outcome |
| Class Norming  Intro self.  Put up on screen what I would like my class to be like and the kinds of learning and teaching I’d like to do.  In silence they write about the kind of attitudes and behaviour needed from me and them to achieve this. I mix them into six groups. They choose top two ideas in their groups. I go round and learn their names. Put on board rules for class and add any that aren’t there.  Listening. Not interrupting. Taking responsibility for learning. Prepared to take risks. Support others. Be Kind. Get the work in on time.  Bit of a discussion of consequences for those who not interested in above. What students have seen work best and not work so well – relating to college values etc.  Copy the list into folders.  Explain they will be doing a folio descriptive piece and will do various drafts and they can develop one of these. First draft to be Description of their room that conveys to me their personality – go over effective language etc. Possibly give example of good descriptive writing - some kids do adjectives, some verbs etc etc.. Then do piece of writing. We will complete in class in a set time – those that want to finish at home can. Otherwise hand in – as an intro piece for me.  **Before end of first class check what books they actually have.** | My list of what I’d like to do. PPt in the real world I’ll put it on S drive and email  Find descriptive narrative from ‘Forms of Narrative’ – it’s on my desk I’ll put a post it on the page I use | Class norming  Getting to know each other  Descriptive writing skills |
| Go over what will be expected for Macbeth. Probably hand out a timeline. We will watch bits as we go along and a complete version at the end.  Set up pairs teaching class on different background/historical contexts – choose format – oral/blog/wiki/powerpoint. All to be delivered to class by set date. Possibly use librarian.  Show 90 Second Macbeth on Youtube – it is very very good  <http://www.youtube.com/watch?v=UHVzWxFW3cs&feature=related>  Either give the class the story in wrong order and they have to figure out then give them correct order or for more fun cup up the correct order into enough pieces for each person in the class and get the kids to stand in the right order . (If they give it a good go you might show the 90 sec version again to help them as they try and figure out the order) They read it out in correct order – each person says their bit.  Make sure they all get given the correct order. You might want to talk about what might be a better order. Would it have been more dramatic if this happened then? Why put the witches first and not the battle scene?  Do a three ideas and one question about the play. (tThey write down three key ideas the play might be exploring – there was one mentioned in the 90sec version) They all get stuck up on the wall and then we revisit when we get to the end of the play and see where we’ve come. This is the beginning of Essential Understanding and Questions. I might or might not put up mine. Might try and leave space under the questions | Handouts or book Introduction to Shakespeare(mystery contents!)  Cut up summary of Macbeth – summaries were emailed earlier to Year 10 team  Give strips of paper to put ideas on and questions – glue on to big sheet | Background/historical context  Know the storyline well without fear of language  Plot/tension/structure concepts  Starting to think about essential understanding and questions |
| Discuss the text as drama – how distinct from other forms. Make list in books of how meaning created in drama versus prose – so include acting, lighting, voices etc etc. Then move on and first scene photocopied onto A3 with plenty of space to scrawl. Quick refresh of film techniques – ask me if you want a nifty worksheet on it.  In pairs – maybe I choose, maybe them, depends on the class – they write notes all around it as to how they would film it. Give them plenty of time to get into this. Then share and discuss. Particularly why they have done certain things – they may already have certain themes/ideas from play in their mind  Then show Three different witches scenes from three different movie versions – it’s good, but buffers a lot. First is Polanski, second and third recent ones I haven’t seen. The last one is gruesome - yes more than the Polanski  <http://www.youtube.com/watch?v=clG8ha2D26g&feature=related>  Discuss these versions. Which did they like and why? What ideas might the directors have that they are suggesting? What links might they be making to the modern world? Make some notes | First scene A3  Film techniques sheet?? | Text as drama – meaning in film. Interpretations of Macbeth – links to their ideas on Essential Understanding |
| Read Act 1 scene ii just sitting down. Make sure they understand what’s going on .  Do some kind of warm up activity. Fruitbowl perhaps. Could also go outside and try shouting Shakespearean insults! Divide Act 1 scene iii into chunks and students rehearse their small chunks. Then see them act out the scene as a whole.  Hotseat Macbeth and Banquo. I do to start. I am Macbeth – they ask me questions. Give them a short bit of prep time. students can have a go too. Use the answers to write their first journal entry – it’s a requirement for me. (Modern English but must be authentic for that character. Discussion of journal entries and voice – hear each others.  This might be the time to talk about thee, thou, blank verse etc. | Shakespearean insults? | Understanding of character and written form  Written skills – writing for audience/purpose/voice  Discussing Shakespearean Language |
| 1.4 read and discuss Duncan's nature as a king. Time to do journal entry  1.5 – Assign pairs randomly to be LM and M. Give different relationships on the board – i.e. Macbeth hates Lm, but she loves him, or M is scared of LM and LM is beginning to go mad etc. Number the relationships. Quietly tell each pair their number. Everyone reads at once and then I say stop and one pair reads on – and we guess the relationship. Hear all. Discuss place of acting, directing in creating meaning for the text. Write journal entries. | Put relationship types on board – kids can do or teacher |  |
| Read 6 and spend time on 7 – do soliloquy in pairs – between two halves of M's mind. Give the modern version. Give them plenty of time to rehearse a really inventive reading of the soliloquy that brings out the different ideas in the soliloquy – watch and comment. Write journal entry. Get them to choose the relationship they want to choose as read in pairs end of scene. Write journal | Blank copies of soliloquy and modern version. Must read original |  |
| 5 Watch Act One – Polanski. Discuss director’s choices.  See presentations on background/research - may take a couple of lessons |  |  |
| 11.1 = read as class – possibly I read soliloquy and they do drawings as I read and then we discuss. This might be a time to look at EUs and EQs. Journals  11.2 - read in pairs – again showing different versions – interview or hot seat after – m lm, b,. Or I read LM with other students. II 3.4 read in chunks that students rehearse and then see and discuss. Journal writing.  Watch Act II through and discuss |  |  |
|  |  |  |
| 3.1 – do as alter ego – banquo and macbeth plus their thoughts – lead on to diary writing? Do third soliloquy in pairs – read rest and discuss. Discuss |  |  |
| 3.2 act out as lady m and m – more hotseating  Watch all of Act three through and discuss |  |  |
| IV.i – Acting out first part with witches and read to end of act and discuss – partic idea of kingship and Malcolm's trick to test Macduff.  Do Macbeth's journal |  |  |
| – Watch Act IV read 5.1 and interview doctor |  |  |
| read to end – hotseating and diary entries for Macbeth as go.  Watch end of play. Could watch different versions of some bits. |  |  |
| Debates about Macbeth as hero and whether great, after explicit teaching from me on tragedy and tragi heroes. Debates around EQs at start. |  |  |
| Symbol/theme/Character charts - essays |  |  |
| Use lap tops for drafting essays |  |  |
| Do practice text response and then one like a mini SAC |  |  |
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shall I have props???

Here is another unit

<http://ubdeducators.wikispaces.com/Dana+Macbeth+Unit>

I will try to use Successful English 3 in a negotiated manner. In a feedback time with individual student identify what they need to work on and then set a time for them to come back to me with completed exercises. One single lesson a fortnight on Successful English/individual feedback/homework etc

Assessed requirements

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More Youtube stuff

Opening with withches - polanski

<http://www.youtube.com/watch?v=xNg2XWMxktM>

Three different witches scenes from three different movie versions – it’s good, but buffers a lot. First is Polanski, second and third recent ones I haven’t seen. The last one is gruesome - yes more than the Polanski

<http://www.youtube.com/watch?v=clG8ha2D26g&feature=related>

narrated sparknotes summary – 9 mins long. With pictures – it’s a bit literary

<http://www.youtube.com/watch?v=uzAujyWpK_s>

Also there are the BBC animated talees – the Macbeth is 25 mins long though.